



Redesign Plan

MacGregor Elementary School

Bay City School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

MacGregor Elementary school serves 493 students grades PreK through Fifth. It is located on the south end of Bay City in an urban/residential area. The community has lost residents due to economic decline. We have seen an increase of 5% in our student population in the last year. Our economically disadvantaged population has increased 10% over the last 4 years. MacGregor families are primarily economically disadvantaged (86%). We have high numbers of student mobility (students not completing the entire school year at MacGregor), and high numbers of absences (45% of students missing more than 10 days). There is a core group of involved parents here at MacGregor that contribute their time and talents and take pride in their school.

MacGregor has chosen the following "Big Ideas" to provide coherence in our school improvement plan process:

Instructional Big Idea:

1. Develop and implement an effective Professional Learning Community (PLC) model which focuses on student work to improve student achievement.

Organizational Big Ideas:

1. Effective use of the Collaborative Learning Cycle (CLC) as the building's sole data protocol.
2. Improve school climate by providing students with positive behavior supports and working collaboratively with families and the MacGregor Elementary school community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

It is our Vision for all students and staff to achieve personal and academic success.

In pursuit of this Vision, the Bay City Public School District will:

Support individual learning needs

Foster high expectations, accountability, compassion and respect

Encourage growth and risk taking in an empowering environment

Become a high achieving school earning state and national recognition

Foster life-long learning

Establish a value for public service and commitment to the community

Mission Statement

MacGregor Mission Statement

It is our mission, in partnership with families and the community, to provide a safe and caring school where all students are viewed and respected as capable learners who will become successful, contributing members of society.

Bay City Public Schools Mission Statement

It is the Bay City Public Schools Mission to provide each student with the knowledge, attitudes, and skills necessary to assure success.

To address this mission, the Bay City Public School District will:

- Provide staff and students with a safe, stimulating, and supportive learning environment
- Teach students academic, social, and personal coping skills
- Nurture personal responsibility and respect for others
- Actively engage families, community members, and district staff in the learning process
- Continually challenge staff and students to excel
- Use the Board of Education's Values for Effective Governance to develop planning tools and measures to gauge our performance in meeting goals

Beliefs Statement

We believe in:

- Maintaining high academic expectations
- Developing appropriate social skills
- Fostering individual talent and respecting diversity
- Ensuring a safe, clean, healthy, and secure environment
- Promoting lifelong wellness and learning

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the next three years we are planning to implement the Professional Learning Communities (PLC) model and using the Collaborative Learning Cycle (CLC) to drive our instruction which will increase our student achievement. We will implement an Intervention Model consisting of 3 to 4 Educational Assistants that are trained by our Content Coach / Intervention Specialist in the areas of Reading and Math for our Tier 2 students not meeting benchmark for additional instruction. In the area of behavior, we have developed a school-wide positive behavior system that is implemented throughout the school (MacGregor MUST), and a Behavior Support Team that meets monthly to review SWIS (School Wide Information System) data, determine areas needing attention, and provide assistance to teachers. Tier 2 and tier 3 interventions for behavior have been put in place ("Code Must" our Check In/Check Out system) and the "Requests for Assistance" process available to teachers dealing with behavior issues at a tier 3 level. Additionally we plan to add a Responsible Thinking Classroom for Tier 2 and Tier 3 students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

MacGregor staff has also taken a leading role in professional development at a district level. Classroom teachers presented workshops on the programs they have implemented here at MacGregor, or contributed on district level curriculum development teams. Staff also attended state level conferences in reading (MRA) , math, Great Expectations, or MiBLSi.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	<p>The purpose of the evaluation plan is to provide a rigorous, transparent, and fair performance evaluation system.</p> <p>The Evaluation Plan will:</p> <ul style="list-style-type: none"> Evaluate the teacher's job performance at least annually Provide timely and constructive feedback Establish clear approaches to measuring student growth Evaluate a teacher's job performance, using multiple rating categories that take into account data on student growth as a significant factor Provide a rating of "Highly Effective", "Effective", "Minimally Effective" or "Ineffective" Evaluate performance for continuing employment 	IDP Description Annual Year Eval Plan

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Admin Eval Template

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		Executed Addendum

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Executed Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	TBD	

Redesign Plan

MacGregor Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	No	TBD	Execute Addendum

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Building Principal: Matthew Wenzell wenzellm@bcschools.net 989.213.4644

Teacher Leader: Brenda Lee leeb@bcschools.net 989.513.0889

Teacher Leader Sharon Richardson richardsons@bcschool.net 989.295.3673

Teacher Leader Mary Andres andresm@bcschools.net 989.845.5602

Teacher Leaders: Mary S. Toyzan toyzanma@bcschools.net 989.239.3416

Association: Rick Meeth meethr@bschools.net 989.686.4940

ISD/ESA School Improvement Facilitator: Janet Kennelly jkennelly@sisd.cc 989.284.4078

ISD/ESA School Improvement Facilitator: Gayle Matoy gmatoy@charter.net 989.714.5980

District Representative(s) Brian Johnson johnsonb@bcschools.net 989.671.8164

Intervention Specialist: Jon Hartwig rjonhartwig@gmail.com 906-360.1716

SRO Monitor Steven Curry CurryS1@michigan.gov 989.344.1087

Bay-Arenac ISD: John Mertz mertzj@baisd.net 989.687.3224

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Big Idea #1 is that we will improve student academic performance through increasing teacher effectiveness with a rigorous, data driven, engaging program of instruction. This goal was created through a data dialogue of MEAP using the collaborative learning cycle. The trend over time identifies a significant lack of student growth. There is a system barrier due to lack of accountability, inconsistent implementation of best practice instructional strategies, and a lack of instructional leadership to support high academic performance for all students in each subject area and in each grade level. This was based on the data dialogue along with the discoveries of our causal categories. The results indicated a weakness in the areas of informed teacher instructional practices. A lack of improvement in data trends, which supports this, has been observed. Proficiency levels over the past 5 years are as follows. Approximately 60 % of MacGregor students are not proficient in reading. Approximately 80 % of MacGregor students are not proficient in writing. Approximately 80% of MacGregor students are not proficient in math. Approximately 100% of MacGregor students are not proficient in science. Approximately 90% of MacGregor students are not proficient in social studies. Results show little improvement, as scores are relatively stagnant over the last 3-5 years. We also found an overall weakness in all subject areas and in all grade levels. Our performance trend over time demonstrated a significant lack of student growth. In light of this deficit, it becomes obvious that improving teacher effectiveness, through a rigorous data driven, engaging instructional program is needed in each core area to improve the proficiency of MacGregor Elementary School students.

Big Idea #2 is that we will promote a positive school culture and climate by increasing the engagement of students, parents and community. We want our learning environment to be valued and protected by all stakeholders. This goal was created through a data dialogue referencing School Wide Information System (SWIS) Office Discipline Referrals, Out of school suspension records, staff and parent perception surveys, Positive Behavior Support Self-Assessment Survey and the Student Risk Screening Scale. The trend over time indicates an increasing number of attributes of student behavior associated with school failure. The average Office Discipline Referrals per day per month remains above the 75% National Average Percentile for the last 3 years. The number of out-of-school suspensions has increased every year for the last 4 years, beginning at 151 days in 2010-2011 and increasing to 252 days in 2013-2014. This was happening as our enrollment was dropping from 497 in 2010-2011 to 477 in 2013-2014. Staff Perception surveys showed that only 35% of staff felt that people in leadership roles acted with integrity. Only 13% of staff felt that staff members trusted one another. Only 39% of staff agreed that students feel safe on school property during school hours, which is down 11% from the previous year. Only 4% of staff agreed that student discipline problems are managed well, down 7% from the previous year. Only 21% of staff agreed that they felt free to express their ideas and opinions with one another. 19% of parents surveyed felt that their child didn't always feel safe at school. 29% of parents felt that discipline problems were not always handled fairly. The Positive Behavior Self-Assessment Survey showed our lowest item to be "Students experience high rates of academic success (>75% correct)" with only 19% of staff rating it as "in place", making the connection between school culture and climate and academic success or failure. The Student Risk Screening Scale (Drummond, 1994) showed that 40% of MacGregor students were still in the moderate to high risk level for antisocial behavior patterns in the spring of 2014. Thus it is pivotal, that teachers, parents, and students work to create and sustain the shared vision of greater student achievement, supported by a positive school culture and climate.

State what data were used to identify these ideas

In the past, MacGregor Elementary School has not been a data driven school. Through this process we have embraced the change of looking at data in a way that facilitates a data driven community. During the data dialog we used data including M-STEP, NWEA and District Benchmark Tests in math, reading, and writing. We also analyzed our DRA and DIBELS Benchmark scores. We found an overall weakness in all subject areas and in all grade levels and our performance trend over time demonstrated a significant lack of student growth. We determined that there were numerous system barriers including a lack of cohesive accountability, lack of knowledge in best practice instructional strategies, and a lack of sufficient instructional leadership to support high academic performance for all students in each subject area and in each grade level. We are beginning to address the system barriers and have developed some instructional leadership to help support high academic performance. We are moving in a positive direction. We still see an obvious lack of knowledge in best practice instructional strategies. For these reasons, we determined the focus should be increasing teacher effectiveness and building a rigorous, data-driven engaging program of instruction. These goals produce a high yield, strong interconnections with all content areas and grade levels. Additionally, the system focus on Professional Learning Communities, Multi-Tiered System of Support, Job Embedded Professional Development and educational coaching will support our learning environment as we rapidly transform from a traditional school to a strategic school in order to successfully insure academic excellence for all students.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A: Principal Replacement

Former MacGregor Elementary School Principal was removed from his administrative position and assigned to Western Middle School Assistant Principal August 2014. A District Principal Search Committee was formed in June 2014. The committee included Central Office personnel, and building staff. Members reached consensus agreement upon qualities needed for MacGregor Elementary School's new leader. A state-wide search was conducted through use of AppliTrack. The new principal, Mr. Matt Wenzell, officially assumed his position on July 28, 2014. Mr. Wenzell has extensive experience working with at-risk students.

He began his teaching career in 2001 with Saginaw Public Schools as a Social Studies Teacher at Jessie Rouse Elementary for nine years. During his tenure at Jessie Rouse Matt became involved and chaired the School Quality Team which involved developing plans based on student achievement data. In August of 2010 he became the School's Interim Principal. His responsibilities include the evaluation of 25 teaching and support staff, implemented a parent teacher organization and supervised the implementation of Response to Intervention. Mr. Wenzell became the Dean of Small Learning for Ninth Grade Academy at Arthur Hill High School in February 2011. His responsibilities included the supervision and implementation of State of Michigan School Improvement Grant, developed a June Institute and August PD for 9th grade staff, parent focus groups, and intervention programs for struggling students. In addition to a 29% increase in 9th graders becoming full-fledge 10th graders as a result of planning, collaboration and creative implementation of programs focused on students. His efforts lead to a new administrative position of Assistant principal at Saginaw Public Schools, Thompson Middle School in 2013 before becoming principal of MacGregor Elementary in the Bay City Public Schools. During his interview it became apparent that he poised the necessary skills to change the culture and climate of MacGregor. Please reference the attached resume of Matthew Wenzell.

1B: Build Leadership Capacity

Matt Wenzell was hired by the Bay City Public Schools in July 2014 prior to the start of the 2014-15 school year. The district recognized the importance of involving Matt in the hiring of key staff members for the school. Mr. Wenzell was involved with interviewing internal and external candidates for the start of the school year. He hired 6 new teachers with a range of 4 to 35 years of service for key positions at MacGregor Elementary. The morale and attitude of MacGregor's teachers was not very positive based on perception surveys. The actions taken by the district were strategic to establish Matt as the educational leader for MacGregor Elementary. This strategy became a foundational piece in the development of the Big Idea 2#.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the

evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A: Educator Evaluation

Bay City Public Schools Administration collaboratively took input from teachers and principals, in compliance with Section 1249 of the Revised School Code, while developing a new Teacher Evaluation Process. This new process was implemented during the 2011-2012 school year. The District elected to continue using the Charlotte Danielson Domains for Effective Teaching within this new process. The district selected the Danielson-based model for all teaching staff. The new performance assessment tool is currently in use District wide that includes four domains: Planning and Preparation, Classroom Environment, Instruction, Professional and Leadership Responsibilities. This tool can be found on Bay City Public Schools Website, under Inside Our District - staff services, (www.bcschools.net).

The MacGregor's Leadership team identified data points that can be used to validate student growth. The use of local achievement data from NWEA Tests will be key to determining student growth.

Current teacher evaluation tools and student data points will be used with the current district evaluation tool in conjunction with our Transformational Plan. The policy for evaluation was reviewed and approved by the Superintendent and Board of Education for implementation. MacGregor's teacher evaluation tool includes a section for teacher developed objectives and the school weighted growth score. This teacher section will reflect the assessment tools developed in the transformation plan. The school weighted growth score reflects standardized test results Northwest Evaluation Association (NWEA) . The teacher's criteria is weighted at 50% student growth score for the 2015-16 school year. The school growth score reflects student academic achievement based on NWEA. For the 2016-17 school year the school growth score will be 50% for 2017-2018. At the start of each school year, all teachers will complete the student growth goals based on standardized test scores. The growth goals along with supporting documentation will be reviewed quarterly by the building administrator. The documented goals will be based on student growth and inform each teacher's annual evaluation in this process. A summative evaluation will be completed at the end of each school year for all teachers. It will be based upon frequent classroom walk-throughs and formal observations.

Student growth will be determined by expecting a full year's academic growth for classes in core content areas based on: Highly Effective: Beyond a year's growth; Effective: Year of growth per year; Minimally Effective: Under a year's growth; Ineffective: Under half a year's growth. Members of MacGregor's faculty possessing a Highly Effective or Effective final evaluation rating will demonstrate a deep understanding of data driven instruction. Their pedagogy will be focused around needs of their students as referenced in their lesson plans, data showing student achievement growth, strong classroom management, and having met the needs of their learners. Members possessing a Minimally Effective or Ineffective evaluation rating will immediately have their Individualized Development Plan (IDP) reviewed and modified using the data from the evaluation. The IDP will be developed by the building administrator with input from the teacher. This plan will focus on areas identified as concerns. The staff member will have an increase of professional development opportunities, be assigned a mentor, be evaluated according to legislative requirements, and working closely with the curriculum department on a monthly basis. Staff members on an IDP who receive Minimally Effective or Ineffective summative evaluation will be removed from MacGregor. Bay City Public Schools will follow the Revised School Code legislation regarding performance evaluation system for teachers and administrators. The building administrator is directly responsible for the evaluation of staff utilizing all elements of the instrument. All teaching staff will be evaluated in accordance with legislation, including an end of year final summative evaluation. All staff members will experience frequent classroom walk-through activities. Information gleaned will be incorporated into teachers' final evaluations. In addition to the required evaluation processes and beginning with the 14-15 school year, all MacGregor faculty, working with the principal, are required to develop and maintain an PGP. This instrument will facilitate and track each staff member's professional growth and provide opportunities for individualized PD to enhance instructional skills. The plan will be based on data from student achievements, formal evaluations, and informal observations. This plan will be developed during the first quarter of each year and reviewed and modified as needed following each evaluation. District wide administrative evaluations will be conducted through the use of a newly developed assessment tool along with the teacher evaluation tool

based on the Danielson model.

2B: Administrator Evaluation

The superintendent is currently responsible for evaluating all building administrators annually along with establishing and evaluating the leaders' progress toward professional goals as stated in the leads IDP. The administrative tool evaluates leadership, communication skills, organizational performance, interpersonal skills, organizational management, labor, management relations, staff evaluations, fiscal management, and student growth. The same student growth formulas will be utilized for the administrative evaluations. The school weighted growth score reflects standardized test results Northwest Evaluation Association (NWEA) . The criteria is weighted at 50% student growth score for the 2015-16 school year.

The superintendent has the right of placement for all principals. The teacher and administrative evaluation tools are attached.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A: Reward Process

MacGregor will use Bay City Public Schools Teacher and Administrator Evaluation Tools as one way to identify and reward school leaders. As noted earlier, the district created a new Teacher Evaluation Process, which includes a research-based tool, in compliance with statutory requirements. In addition, the Administrator Evaluation Tool has been adjusted to these standards as well.

MacGregor has dealt with high staff turnover. Due to the turnover issues, a concern arose that there is need for an agreement to maintain as consistent a staff as possible. In this way, the professional development knowledge, focus and intensity of the "Big Ideas" strategies, will be adhered to more closely, as discussed between the building Leadership Team, Human Resource Department and the Superintendent. Points of concern needing to be addressed were then shared in order to begin discussions with Bay City Education Association (BCEA) leaders. Based on any contractual revisions outside the current language the parties will work together to establish an MOU as needed between the Bay City Public Schools and the BCEA.

Any teacher interviewed and selected into a priority school must have the consent of the principal and have been evaluated with an "Effective" or "Highly Effective" rating based on the information above, teachers, and leaders will be identified and rewarded in the following ways:

- Rewards will be based around efforts that emphasize the 2 "Big Ideas" determined by the Leadership Team: Best Practices focused on Differentiation of Instruction Based on Assessment, and positive School Culture and Climate by impacting students, parents and community partnerships.

Staff members are only eligible for the incentive indicated if they have a current "effective" or "highly effective" evaluation rating. The rewards and incentives will be based on the following goals:

- Mathematics and Reading growth incentives will be provided to teachers and interventionists who work directly with students if 90% of the students that person works with are at grade level according to district and state test results at the end of the year or make a minimum of one

year's gain in state test results. For each group of students who reaches 90% of students at this level, the staff member will receive \$200 stipend toward teaching materials, professional development resources or a conference. The principal will receive this same amount for the school budget if 80% of the students in the school meet these requirements. Staff members who reach this goal all 3 years (from 2015-2016 school year to 2017-2018 school year) for the students they work directly with (e.g. caseload, classroom, intervention groups), will receive a \$500 stipend.

- Students who are at benchmark or increase their mathematics and reading proficiency by at least a year (as determined by district and state test results) will be able to attend a free movie party hosted by the PTO at the end of the year. Additionally, these students will be able to spend \$15 each toward books of their choosing at their "Just Right" level from the building book fair in May.
- Parent perceptions that their "child was respected by classmates" will increase in the annual parent survey moving from baseline measured in March 2015, compared to increase by March 2016 to March 2017; reaching % in 2017-2018. If the building meets this goal, students will have an all-school ice cream sundae celebration during their lunches. All staff members will receive \$50 to be spent on teaching supplies or professional development materials
- Student attendance will improve through a decrease in students with missed days of attendance. The number of students with 10 or more missed days will decrease by 2% each year (% in the baseline year of 2015-2016, % in 2016-2017; % in 2017-2018). If the school-wide goal is made, each staff member will receive a \$100 allotment toward professional development resources or teaching materials. Each month, the class of students with the highest percentage of attendance will receive free admission to the monthly family movie night hosted by the PTO.

3B: Removal Process

In accordance with policy, due process will be afforded. Should a MacGregor teacher be evaluated as "Minimally Effective", "Ineffective" or during the year have areas which require additional support in order to effectively work with students to improve their professional practice or implement the instructional program, the following process is followed:

- Teachers who are not effectively implementing the instructional program will meet with the principal of the building in order to bring to the teacher's attention the areas of concern.
- If the teacher continues to show that the instructional program is not being followed, the principal will hold a meeting with the teacher in question and will offer support to the teacher.
- The support may include opportunities such as: observations of other high-quality classrooms, professional development, frequently scheduled meetings with the building principal, job-embedded modeling in their classroom; and regular, specific feedback from administrative walk-throughs.
- Any staff member not effective or higher would be given opportunities to grow and improve instructional practices.
- After these opportunities, if the staff member remains below effective on two consecutive Year-End Performance Evaluations would be removed from MacGregor and placed in another position.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Requirement #4 The MacGregor leadership team explored available, high quality, researched-based, professional development opportunities and constructed a plan specifically targeted to the "big ideas" and the instructional programs, identified during the Collaborative Learning

Cycle.

Professional Learning Communities (PLCs) will provide an opportunity to reinforce skills gained during professional development. PLCs will include analyzing data, looking at student work, and planning for use of effective instructional practices. Student work will be looked at during PLC time, using a protocol for looking at student work. This will occur at least one time per month during the designated PLC time. Through the use of formative assessment and data analysis, academic lessons will be designed, implemented, and reflected upon. PLCs will meet four to six hours per month.

On-going monitoring of instructional practices will take place to ensure that staff is implementing programs with fidelity. The principal and instructional coaches will conduct walk-throughs at least weekly using a tool for documentation. Pre and post observation conferences, including data discussions, will be utilized by both coaches and administration. These walk-throughs will focus on professional development and effective use of current resources. This will be supported by Intel Coaching and the use of PD 360.

As academic coaches focus on academics, the school service worker, will support the staff through defining the protocol for discipline and providing classroom support. The service worker will address behavioral problems with students and reteach expectations as needed. Both will conduct meetings with students, teachers, and parents to help strengthen the students' success.

Professional development and PLCs will be driven by data collected by the staff, coaches, principal, and interventionists. Classroom data walls will be used to track student growth. School data walls will be utilized to monitor our instructional programs. Data will include, but is not limited to, academic six-week assessments, formative assessments, as well as affective data. Based on outcomes from data analysis, we will use the learning cycle to measure the effectiveness of instruction, and make subsequent instructional decisions. Re-teaching strategies will be decided at each data meeting (PLC) as well as grade specific goals. A copy of the strategies and re-teaching PLC plan will be available to the principal/coach.

Our instructional program is centered on Michigan Standards, which insures both horizontal and vertical alignment. Professional development will be ongoing throughout the next three years, with offerings during district professional development days, after school, and throughout the summer. Compensation will be paid for all participants outside the school day. The accountability for the PDs will be evident in classroom walk-throughs, data walls, instructional rounds, and the work of our PLCs.

The professional development that is planned for the next three years includes the following, with more to be determined as data shows a need: (A thorough explanation of each can be found in 6B).

First year: Leadership Academy (including staff expectations, lesson design, team building, MTSS, and formative assessment), PD 360, curriculum mapping, effective use of current instructional tools, data analysis and creating data walls, PLCs, instructional rounds, and PD on culture/climate.

Second and Third Year: Continued PLC training, curriculum mapping, aligning resources, building grade level assessments, Kagan training.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A: Recruitment & Assignment

In preparation for the 2015 - 2016 school year and beyond and when teacher vacancies exist, recruitment of candidates will be based on student needs as identified through parent surveys, staff surveys and related indicators. MacGregor's principal will be actively involved throughout the process of candidate interviews. For the first year of this plan, all teaching position will be open requiring potential candidates

to interview for positions. Hiring decisions will be based on each candidate's credentials, skills, experience, and background checks.

Recommendations for hiring will come from the MacGregor's principal.

The process will include members from central office administration, the building principal and members of the school leadership team.

Interview questions will focus on knowledge of instructional best practices. Candidates will also be queried on their knowledge of research-based differentiated instruction strategies. MacGregor's recruitment and retention efforts will be enhanced through implementation of a Leadership Academy designed specific for MacGregor Elementary. This cohort based program, a partnership between MacGregor Elementary School, the Saginaw Valley University and/or the Bay-Arenac Intermediate School District, will enable staff to participate in ongoing targeted coursework associated with curriculum development, instructional methodology, administrative skill and capacity development as well as content specific knowledge and skill development. The Leadership Academy will commence operation in June/August, 2015 and will be directly supervised by the building principal.

Starting with the 2015 - 2016 school year, all MacGregor's staff will complete and maintain an Individualized Development Plan inclusive of specific professional development opportunities. Teachers that receive "highly effective" rating on their evaluation and that are trained in coaching will use this technique within a mentoring program. Experienced mentors will be assigned to respective non-tenured teachers. All teachers new to the profession will participate in the district's induction programs and will be coached by teachers trained in blended coaching techniques.

Teaching staff will be subjected to changes in assignment based upon blended data, including parent ratings, classroom observations, student behavior data, and student achievement data, to achieve the most effective placement of a teacher beginning with the 2015 - 2016 school year. The principal, with input from the MacGregor's Leadership team will evaluate data to determine the "best fit" for the current and future staff. The principal has been granted the right to accept or deny any district staff member wishing to transfer to MacGregor Elementary.

The principal and mentor team members will use current student behavior data, student achievement data, classroom observations, teaching evaluations along with any documented information from parents and students to make the decision to deny or move a teacher.

5B: Retention

Bay City Public Schools has a process for retaining at its individual building. All Bay City Public Schools teachers must establish participation in a three-year mentoring program for all teachers in their first three years of classroom experience and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. Additionally, a Teacher-Mentor program for our teachers in their first three years of classroom experience and "New" teachers is a requirement for our staff. Specific contact log sheets and checklists are provided. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A

The committee initiated their search for causes associated with our school's priority school status through extensive use of the Collaborative Learning Cycle. We began by analyzing Michigan Education Assessment Program (MEAP) data. Then, to provide multiple, rich sources of information, we also referenced the following data: Demographic data regarding enrollment trends, subgroups of students, attendance of students and staff, discipline referrals, and suspension rates; local achievement data in the form of DIBELS, DRA, NWEA and Bay City Public School's ELA and Math Benchmark Tests; process data from our School Process Rubrics (SPR40); and perception data from students, parents, and staff. Achievement data was disaggregated by subject, grade and subgroup. Demographic data was disaggregated by grade and subgroup.

This data-driven study process highlighted two areas of concern. First, MacGregor's four-year trend data indicated that students lagged significantly behind state averages in all subject areas associated with Michigan Education Assessment Program (MEAP) testing. MacGregor has 85% of their students who are economically disadvantaged. A very low percentage of students were able to demonstrate proficiency in any tested subject. Proficiency levels over the past 5 years are as follows. Approximately 60 % of MacGregor students are not proficient in reading. Approximately 80 % of MacGregor students are not proficient in writing. Approximately 80% of MacGregor students are not proficient in math. Approximately 100% of MacGregor students are not proficient in science. Approximately 90% of MacGregor students are not proficient in social studies. Results show little improvement, as scores are relatively stagnant over the last 3-5 years. We also found an overall weakness in all subject areas and in all grade levels. Our performance trend over time demonstrated a significant lack of student growth. In light of this deficit, it becomes obvious that improving teacher effectiveness, through a rigorous data driven, engaging instructional program is needed in each core area to improve the proficiency of MacGregor Elementary School students. In grade 3, 55% of economically disadvantaged students were not proficient in reading and 87% in mathematics. In grade 4, 47% of economically disadvantaged students were not proficient in reading and 80% in mathematics. In grade 5, 42% of economically disadvantaged students were not proficient in reading and 75% in mathematics. Also, staff and parent perception surveys, office discipline referrals, and suspension rates showed that MacGregor's culture and climate was negatively impacting learning.

The team then generated causal theories using the MiExcel Statewide System of Support's "Five Causal Categories". It became obvious that improving teacher effectiveness, through a rigorous data-driven, engaging instructional program was needed in each core area to improve the proficiency of MacGregor students. It was also determined that we must promote a positive school culture and climate that is valued and protected by all stakeholders. These causal theories are present across all subgroups, and were the basis of our big ideas.

From these big ideas, the committee investigated research-based instructional programs and strategies to address the areas of deficit. This
SY 2014-2015

led to an instructional plan focusing on implementing effective Professional Learning Communities (PLCs), focused use of formative assessment, delivering quality instruction through differentiation and cooperative learning (Kagan Structure), and the development of Multi-Tiered Systems of Support (MTSS).

School culture and climate will be addressed through implementation of the Kagan Structure, parent involvement and training, and the realignment of behavior support staff. These actions address all content areas and tie directly to the causes of our low student performance.

6B

Multiple programs and strategies were researched by the committee. The following instructional strategies were prioritized with the use of student achievement data. These strategies are tailored around the big idea that we must improve student academic performance through increasing teacher effectiveness. This will be accomplished with a rigorous, data driven, engaging program of instruction. In creating our instructional programs we have divided our plan into the following categories: Professional Learning Communities, Assessment Using Data, Classroom Instruction, and Support for Instruction. A broad array of strategies including but not limited to, Differentiated Instruction, Cooperative Learning, Lesson Design, Number Talks, use of manipulatives, hands-on learning, problem solving, reading foundational skills, informational text structures, narrative comprehension strategies, and MAISA Writing Units.

Instructional Strategy #1: Professional Learning Communities

MacGregor Elementary will utilize PLCs to inform and improve teaching and learning at all levels (A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, Volume 24, Issue 1, January 2008, Pages 80-91).

We will begin with training that clarifies our purpose, focuses on learning, and responds to students that don't learn. Teachers will be trained to develop and use formative assessment in the instructional learning cycle. There will be a continual systematic approach facilitating the collaboration of special education and general education needs. These learning communities will develop teacher leaders to provide sustainability for the initiative. Through PLCs accountability for students, teachers, and instructional leadership will be embedded. This process will be monitored with principal walk-throughs, records from PLC meetings/training, and completed work.

This year, 2014-2015 will be our preparatory phase. Current work is being documented and a school-wide plan for implementation is in development. This work is taking place one hour per week during conference time, and at monthly two hour meetings, replacing School Improvement Focus Training (SIFT). This year we will develop a shared mission, vision, collective commitments, and goals. A collaborative culture is being developed with grade level teams comprised of special education and general education teachers. These teams are working on SMART (Strategic, Measurable, Attainable, Realistic, Timely) goals that focus on learning.

In year one, 2015-2016 the professional expectation excluding extending circumstances, teacher leaders and administration will development and build capacity around PLCs. PLC time will be built into the schedule an average of 90 minutes per week. Documentation of these meetings will be available in the Google Drive, and/or a binder kept by each teacher leader.

A positive culture will be built using instructional rounds (Supporting Teacher Growth with Instructional Rounds. Robert J. Marzano, Reflective Leadership, June 20, 2013, Volume 8, Issue 19). We will purchase PD 360 to assist in providing needed background knowledge in PLCs, instructional rounds, and formative assessment. In the second semester of 2016 instructional rounds will begin.

In years two and three (2016-2017 and 2017-2018), we will drive the PLC process deeper. PLC time will continue to be scheduled for ninety minutes per week. We will work with a site-based facilitator to analyze our progress on SMART goal attainment, alignment of resources, and evidence of a focus on results. Teams will continue to build formative assessments to impact learning in the classroom. Professional development will be added for areas specific to the progress of the teams through on-site coaching.

Instructional Strategy #2: Assessment using data

After a review of the data and underlying causes, a three year conceptual sequence towards the improvement of the use of data will address

school deficiencies. In all subjects, instructional development needs to be in place. Years one through three will have an emphasis on improving data through the use of formative assessments, MTSS, and progress monitoring in all core areas. Mentors, coaches, workshops and other instructional assistance will promote teacher growth, and be correlated to data walls, data digs, and data protocols. There will be a focus on teacher tools (ie. MTSS, DI) that enhance instructional practices to prepare educators for meeting the needs of all students. There will be a continued emphasis on college and career ready goals throughout all instructional programs.

In the 2015-2016 school year a data coach/consultant will be utilized by the school. This person will compile and organize the data in user friendly manner. He/she will facilitate professional development on disaggregation of data. The PD will be used to inform instruction through assessment on a continuous basis. To enhance this process, the data coach/consultant will play an intricate roll in PLC's as they create formative assessments and six-week grade-level assessments. Math and science assessments will be completed in the year 2015-2016. Language arts and social studies will be completed in the year 2016-2017. The 2017-18 school year will find MacGregor with a complete aligned program, continuing to implement and refine as it is fully operational.

The data coach/consultant will be responsible for creating an ongoing data wall beginning fall 2015. The data wall will include but is not limited to state assessments, benchmark tests, six-week grade-level assessments, discipline, and attendance.

During the second semester of the 2015-2016 school year the integration of teacher tools through data informed instruction will be fully implemented. These teacher tools include Battle Creek Science Kits, Treasures Reading Program, My Math, and social studies materials. Though these tools are currently available, based on the data they are not producing the desired results. Teachers will make informed curriculum decisions using these tools guided by the data. This will be assessed by principal walk-throughs, instructional rounds, and data. A portion of the monthly PLCs will be dedicated to analyzing the data wall with guiding questions from the data coach/consultant.

Instructional Strategy #3: Classroom Instruction

To deliver quality instruction key strategies including differentiated instruction and cooperative learning will be the cornerstone of the learning environment. We will design workshops focused on engagement and application of these strategies. This model of quality instruction will be delivered with fidelity.

In August 2015 the professional expectation excluding extending circumstances for the MacGregor staff will be given the opportunity participate in an instructional Leadership Academy which includes: staff expectations, lesson design, team building, MTSS, formative assessment, data dialogue, and grade-level progress monitoring, a look at increasing instruction focused on college and career readiness. This will be an annual training event for the remainder of our priority status.

During the 2015-2016 school year curriculum mapping will occur in both math and science, with support from BAISD. Mapping will continue during the 2016-2017 school year for ELA and social studies.

During the 2016-2017 school year Kagan Training will be part of the professional expectation excluding extending circumstances the teaching staff will be given the opportunity participate in improving the building culture. The Kagan Structure increases academic achievement, improves ethnic relations, enhances self-esteem, creates a more harmonious classroom climate, reduces discipline problems, and develops students' social skills and character virtues.

During the 2017-18 school year the curriculum mapping and Kagan Training will be fully emphasized. We will continue to monitor and improve on the implementation of them.

Accountability tools to ensure that instructional strategies are embedded in the classroom include weekly walk-throughs by the principal and the site-based facilitator. Teacher Evaluations will show that our teachers are 85% effective. Through the school year instructional rounds, beginning second semester 2015-16, will occur to add to our accountability data.

The role of the principal will move from a building manager to an instructional leader who spends 75% of documented time in the classroom. Teachscape will be used to document the allocated time. The Teachscape tools enable administrators to strategically manage and develop educators, along with non-teaching personnel. This will result in a highly skilled staff, increased retention, and improved student outcomes.

Instructional Strategy #4: Support for Instruction

A multi-tiered system of support will be developed for all core academic areas and behavior. It will begin with the development of a common

definition of MTSS among all building staff.

During the current school year, (2014-2015) staff will be given the opportunity to receive training to improve core instruction in literacy and math strategies with support from outside sources (i.e. SVSU, BAISD,). Tier 1 Math strategies will include Number Talks, use of manipulative, hands-on learning, and problem solving. Tier 1 Literacy strategies will include reading foundational skills, informational text structures, narrative comprehension strategies, and MAISA Writing Units. We will assess and plan for the effective implementation of Tier 2 instruction provided by classroom teachers, and Tier 3 intervention provided by ELA and math coaches/interventionist. We will work in collaboration with the Bay Arenac ISD to identify a program that will positively enhance the culture at MacGregor.

Emphasis in 2015-18 will continue to focus on improving core instruction, and developing the advanced tiers. A building-wide schedule that enables the effective delivery of interventions will be established. Staff will reevaluate our daily schedules to maximize instructional time. During the 2015-16 school year, teachers will receive training in lesson design for Tier 1 and Tier 2 instruction. This instruction will include training on the development and implementation of six-week progress monitoring assessments used to identify students for Tier 2 and 3 intervention. A plan will be developed to define and implement advanced tiers in all core areas. This Tier 2 and 3 intervention will continue during the 2016-17 and 2017-18 school year. These systems of support will be monitored through PLC documentation, data collection, and principal walk-throughs. Professional development will be documented.

To further support instruction we will promote a positive school culture and climate by increasing engagement of students, parents and the community. During the current school the Leadership Team will investigate a viable program to improve the culture and climate. In the first year (2015-2016) we will develop a calendar to implement a parent education program. This program will continue during the 2017-18 school year. This training program will focus on equipping parents to better support learning. We will work in conjunction with our Parent Volunteer Coordinator to build two-way communication between parents and the school. To improve the climate in the classroom, we will redefine the role of our school service worker. The school service worker will handle office discipline referrals and coordinate mentoring of students in the area of behavior. A second school service worker will be hired to work in conjunction with our existing school service worker, working directly with students, parents, and teachers.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Requirement #7

MacGregor will promote the continuous use of student data to inform and differentiate instruction to meet the individual needs of students.

Individual student needs will be met through the MTSS process. Multi-Tiered Systems of Support (MTSS) is defined as "the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions." (G. M. Batsche et al 2005). Tier 1 will be defined as good quality instruction for all students with an expectation of mastery. During this process all students' progress is monitored regularly and re-teaching is done as needed. Tier 2 is defined as five to eight students in a small group with evidenced-based interventions that specify the instructional procedure, duration, and frequency of instruction. It is provided in the classroom and is meant to

remediate academic skill deficits, allowing students to be successful in Tier 1 instruction. Tier 3 is generally performed by a specialist, and is for students that are not successful in Tier 2. Tier 3 group size will be based on needs. Specific data on students will be kept to monitor progress.

NWEA, DIBELS Benchmark and Progress Monitoring will be used K-5 in the area of reading. For other subject areas, we will use the district benchmark test as our universal screener. In addition, MacGregor will develop six-week assessments used to inform instruction. PLCs will analyze the results of those assessments to design intervention strategies and schedules. As a component of MTSS, behavior intervention teams (led by both school service workers) will be used to address school culture and climate. They will assist PLCs in analyzing SWIS office discipline referrals, attendance, and other culture related data.

All MacGregor staff will collect and review data including student work to plan and assess the impact of instruction. Multiple types of data, academic and behavior, will be analyzed during PLCs to inform instruction. Data walls will be visible throughout the building, and in classrooms. Data walls will include teacher collected data as well as standardized data. Data specific roles will be created to assist the teachers in this process. Principal and coach walk-throughs will monitor fidelity.

Regular and ongoing assessments will be the expectation of all staff members. Pre and post six-week assessments will be developed and used to inform instruction. Formative assessments will be used weekly by teachers to inform instruction and keep a check on individual student growth. This along with 6 week assessments will be the measure to move students in and out of Tier 2 and 3 instruction. PLCs will analyze these ongoing assessments. Job-embedded coaching will facilitate the Instructional Learning Cycle based on the data. Formative and summative assessment results will be compiled by the data coach in a user-friendly manner to assist teachers in the process.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: Time for Core Subjects

The district realizes that due to a lack of adequate student achievement, we restructured the day to increase the instructional time for students by twenty (20) minutes of time which will be used to create a Multi-Tiered Systems of Support (MTSS) intervention/enrichment block within the daily schedule which will increase the amount of time spent on the core academics. . During the school day, teachers will maximize instructional time through blocking scheduling, and better awareness of transitions time between instruction and non-instruction activities. The increased instructional time of 20 minutes will consist of restructured 20 minutes to the current school day and restructuring the schools' daily schedule. Various developmental assessments will be analyzed on a continuum basis to help drive the enrichment instruction. The targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

8B: Time for Enrichment

The district's plan for increasing time for enrichment activities is through the Multi-Tiered Systems of Support (MTSS) instructional blocks utilizing supplemental/intensive instruction for the enrichment of students in all tiers. The restructured twenty (20) minutes per day will be dedicated to the MTSS block. Various developmental assessments will be analyzed on an on-going continuum basis to help drive the enrichment instruction. Intentional and target instruction strategies will focus on study skills, writing workshops, best practices in mathematics and reading. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement. Additional planning for intervention and enrichment is being investigated along with a summer reading program per contract.

8C: Time for professional learning

The district leaders recognize the lack of teachers' collaboration time. Professional learning time will total a minimum of 1 hour and 30 minutes per week which would consist of two equivalent 45 minute sessions per week of allocated teachers' Professional Learning Communities (PLC) time in school. The confirmation of this collaboration time will be agendas, minutes and sign-in sheets which will be provided to the Administrator after each session. This PLC time will provide staff with effective research based strategies and knowledge to increase their ability to work together, analyze student achievement data and improve best practices in the classroom. Student achievement will increase when the staff is able to engage in a meaningful on-going cycle of questions that promote deep team learning. PLC time

provides the staff with the opportunity and ability to gain each other's support as well as gain access to strategies that are working for all staff members.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Requirement #9A

The MacGregor Leadership Team researched school improvement plans, from across the state, that highlighted parent engagement activities leading to student success in the classroom. We explored a variety of parent engagement strategies to assist in building our learning community. We will research the community demographics to assist in developing a strong plan. Our three focus categories to structure a plan of action include: Parent Teacher Organization (PTO), Teacher Directed Events, and Parents in Action. Participation will be documented for each event. These will involve parents in helping to improve the culture and ultimately, improve student instruction.

Beginning 2015-16 MacGregor School will have a newly formed PTO. Both teachers and parents will work collaboratively to enhance the MacGregor education programs and improve instruction. PTO will be involved with a variety of activities including but not limited to the following: Book Fair- 2x a year, Family Movie Nights, Field Day, Halloween Walk Through, Volunteers at events, Family Dance, and Fundraisers. These events will help improve the culture of MacGregor.

The teachers of MacGregor will facilitate a number of teacher directed events to invite parents into the building. Including parents in the building will help to improve the culture of MacGregor and assist in improving student learning. Prior to the opening of a new school year parents will be encouraged to attend an annual Curriculum Night and Kindergarten Meet the Teacher Night. There will be one Family Night per trimester with an academic focus. A plan will be developed to create Parent Workshops that will be held monthly to increase academic and social success. Parent and Teacher Conferences will be held at least two times a year to share student growth. Planners will be used by all second to fifth grade students as a two way daily communication device. Newsletters will be used to increase parent awareness. An annual Career Fair will be developed to expose students to College and Career Readiness Skills. The Leadership Team will sponsor both Student and Parent Focus groups, twice a year, with the intention to gather perception data to measure the success of our priority plan.

Our third category entitled Parents in Action will be structured to encourage parents to intentionally participate in the learning community. The parents' assistance will help with both culture and improve learning. This will include, but is not limited to, Classroom Readers and Classroom Volunteers who will assist teachers with providing the focus strategies (i.e. differentiated instruction and cooperative learning). The parent Watchdogs (Dads Of Great Students) will assist in promoting a positive climate and culture. The Parents in Action will help create a protected and valued learning environment.

Requirement #9B

The Leadership Team believes that community engagement is vital to the success of MacGregor Elementary. The Leadership Team will actively recruit a community representative to participate in the Leadership Team for the 2015-16 school year. The team will also look at a community mentorship program to help with at risk students. After a review of current partnerships with local businesses, nonprofits, and religious affiliations we have coordinated a plan to involve our students in the process of community service. Examples of community engagement include partnerships with Big Brothers Big Sisters, YMCA, Bay County Library System, Saginaw Valley State University, Bay Arenac ISD, Optimist Club, and Fremont Avenue United Methodist Church. Business partnerships include Consumers Energy, McDonald's,

Spirit Hockey, Frito Lay and Chemical Bank. A key component to community engagement is reaching out to our community to tell our story. The leadership team will write letters, attend events and invite community members into our school to get our story out and engage the community. The mentorship program and other partnerships with the community will help improve the culture of MacGregor. We will also use community partners to help with tutoring and giving extra support to struggling students to improve learning. We want our students to learn the importance of community based learning by giving back. Students will have opportunities throughout the year to actively participate in community service projects.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

In order to attempt a sustainable approach to increasing student achievement and graduation rates across the district through the provision of operational flexibility in staffing, calendars, time and budgets, the following action steps for MacGregor Elementary will take place starting for the 2015-16 school year. The Priority building in the district, MacGregor, is based in research of rapid turnaround and high effect-size strategies, the Transformational Plan will be shared with each building in the district in an effort to proactively plan for substantially increasing student achievement throughout the district. MEAP/M-STEP data analysis will also be shared with all buildings. This information will also be given to the Curriculum Department and State & Federal Programs at the district level. As district curriculum is currently being aligned to the Common Core and Next Gen Science Standards, information about gap areas will guide the alignment. Non- Priority and Non-Focus schools will be encouraged to follow this same framework in order to provide their team with a laser-like focus on the most rapid turnaround strategies. To work with all buildings versus just the identified school will allow the district to focus and support a process that will impact all buildings rather than just a few.

With regard specifically to MacGregor, the School Leadership Team and the Principal determine the school's Title I budget (subject to federal regulations). The school has complete autonomy of Title I expenditures and throughout the year the school improvement team (whole staff) analyzes and identifies areas in need of improvement. The team then decides what supplemental materials/ resources/ supports will best meet the needs of the students and uses the Title I budget to provide for those items.

Title I Set-Aside funds will be used to provide compensation for teachers to meet and plan together based on summative and formative assessment data, and attendance data as needed by simply discussing with the Curriculum Department who will work with the Director of Federal & State Programs to ensure the use meets Title I requirements, has a research/ evidence base and fits into the Transformational Plan. If so, it will be allowed. It is the goal of the district to keep teachers in the classroom, with no more than 5 days of professional development throughout the year during school hours. The idea behind this is that we want the most effective and highly trained staff with the students as much as possible. The schedule is flexible and will be allowed, but if at all possible, additional time will come before and after school, on weekends, or during the summer. All teachers in the building will commit to sharing the workload and effort involved in the plan, so the time away from all classes can be minimized. If professional development must happen during the school day, set-aside funds will be used to provide rotating substitutes and job-embedded professional development for 1-2 hours at a time, after which the teacher will return to his/her classroom to implement the strategies/ skills just learned. Consultants in the areas of differentiation based on formative assessment and in the area of behavior, to improve school and classroom culture, will be invited to the classrooms to provide feedback and modeling through job-embedded support

Transportation will also be provided by the district through set-aside funds during the Extended Learning Programs, in order to include as many students as possible. Discussions will take place with the Director of Transportation to begin preparing for MacGregor's extended learning time, and summer reading program. Times for the summer programs will take into consideration the schedules of the families and staff as well as what is best for students. During the year, extended learning programs will be offered as many different times as possible to allow for more students to attend.

The district will be able to provide flexibility in allowing the principal to interview any current district teaching staff prior to their taking of a position while MacGregor is under the Transformational Plan requirement.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Bay City Public Schools will continue to partner with the Bay-Arenac ISD in the implementation of their Transformational Plan. Bay City Public Schools will receive support from the Bay-Arenac ISD through the Regional Assistance Grant. The ISD has provided an Intervention Specialist and School Improvement Facilitators to assist in the development and implementation of the Transformational Plan for the school.

Bay City Public Schools has access to professional learning programs and support programs provided by Bay-Arenac ISD including curriculum consultants to aide in onsite work, Guided School Improvement training for the local districts, monthly Curriculum Council meetings, and regional professional learning programs. BAISD will also assist in providing targeted professional learning opportunities for priority schools through the Regional Assistance Grant.

In your response, list the central office contact person responsible for monitoring and supporting the school.

- Adair Aumock, Director of Curriculum and Technology
- Brian Johnson, Director of Assessment and Curriculum Support